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ABSTRACT

This master plan for higher education in Tennessee sketches a framework for the continued improvement of postsecondary institutions and emphasizes the critical links between higher education and other components of the state. A set of principles and achievement targets undergirding the master plan are outlined. Specific action is called for in several areas of undergraduate education, graduate education, teacher preparation, and the non-public sector of postsecondary education. Higher education is urged to intensify its commitment to enhance the quality of life through closer links with industry, social organizations, governmental agencies, and art and cultural outreach programs. Additional investments in higher education are recommended for faculty and staff, library resources, equipment, and facilities. Desegregation of students, faculty, and staff at each of the public colleges and universities is also a priority. The governance system must devise innovations to achieve excellence, through assessment, incentive funding, and licensure of quality programs. Appendices contain enrollment projections for each state-supported institution, job placement rates, graduation rates, desegregation objectives, and guidelines for the development of mission statements. (JDD)

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THE FUTURE OF TENNESSEE:
HIGHER EDUCATION

1987-1993

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Tennessee Higher Education Commission

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THE GREAT SEAL OF THE STATE OF TENNESSEE
XVI
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MESSAGE FROM EXECUTIVE DIRECTOR

The Tennessee Higher Education Commission is proud to present a master plan for Tennessee higher education. The statute creating the Tennessee Higher Education Commission mandates that the Commission adopt a master plan for the development of public higher education in Tennessee. The most recent comprehensive plan was devised for the 1979-1984 period. The goal has been to create a comprehensive, yet succinct, plan which can be readily understood by citizens and policymakers in Tennessee and which should become a useful tool to guide activities concerning higher education into the 1990s.

This new master plan for higher education in Tennessee sketches a framework for the continued improvement of postsecondary institutions and emphasizes the critical links between higher education and other components of the state. Each segment of the plan outlines important steps on the path toward excellence. Underlying this plan is the aspiration that Tennessee will continue to develop a higher education system that is competitive with the best systems in the South and in the Country. The Tennessee Higher Education Commission is committed to this objective which will guarantee a productive future for the Volunteer State as we move into the twenty-first century.

Arliss L. Roaden
Executive Director

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MASTER PLAN
EXECUTIVE SUMMARY
THE FUTURE OF TENNESSEE: HIGHER EDUCATION, 1987-1993

MASTER PLAN
EXECUTIVE SUMMARY
THE FUTURE OF TENNESSEE: HIGHER EDUCATION, 1987-1993

Background

Improving higher education in Tennessee and maintaining good stewardship of public funds require comprehensive and imaginative planning. Recognizing this objective, the Legislature in 1967 mandated that the Tennessee Higher Education Commission periodically adopt a master plan for the development of public higher education. The new plan, *The Future of Tennessee: Higher Education, 1987-1993,* emphasizes that the strength of Tennessee's future is tied to the highest developments of its human resources.

This master plan, which was prepared over an extended period of time, sketches a framework for the continued improvement of postsecondary institutions, particularly their faculty, students, and facilities, and emphasizes the critical links between higher education and other components of the state. Each segment of the detailed plan outlines important steps on the path to excellence.

The people of Tennessee are entitled to efficient and effective leadership and administration of higher education. The Commission, governing boards, institutional administrators, and faculty members must be committed to excellence in teaching, research and service; must ensure efficient and effective program planning and management, including the operation of physical plant and equipment; and must reward superior performance by institutions and individuals.

The pathbreaking performance funding initiatives, which have gained national acclaim, must be continued. Evaluation of undergraduate and graduate programs and overall institutional activities to ensure compliance with approved missions and performance standards should be an ongoing activity of the governing boards and the Commission. Financial as well as other types of data reporting should be standardized and streamlined for statewide review and planning.

A set of five principles and achievement targets undergird this master plan and provide a useful tool to guide activities concerning higher education into the 1990s. Implementing these principles and achieving the targets will guarantee a productive future for the Volunteer State as we approach the twenty-first century.

Principles

I. Tennessee's colleges and universities, collectively, shall address the needs of the people and goals of the state, and each institution's mission shall be unique and shall focus on the strengths of the respective institution.

In order to provide diverse educational opportunities and to make effective use of available resources, each public institution will develop and implement mission statements which establish differentiated missions within the statewide plan for higher education. Each college and university should strive to excel in selected academic or technical areas and to achieve distinction among peers nationwide. The Commission will encourage institutions to reallocate resources to areas which exhibit institutional strengths.

Special funding initiatives must be continued that focus resources on educational excellence such as Centers of Excellence and Emphasis, Chairs of Excellence, and Undergraduate Excellence. These initiatives provide crucial tools for the effective use of resources.

The Performance Funding Program, the first and still the only statewide program nationally to recognize and reward institutional performance, and the funding formula shall foster appropriate cost containment policies and excellence. Additional ways to implement the principle that institutional performance should be compared with that of peer institutions will be sought. Adequate resources must be provided to fund the formula (basic operating needs) and support the Performance Funding Program and other excellence initiatives.

II. Undergraduate education shall address the tasks of preparing students to think critically, interpret knowledge, and function effectively and productively as members of society and as professionals in the work force.

Undergraduate education has the responsibility for providing future leaders and informed citizens through education in the traditional liberal arts. In addition to providing the necessary training for specialized vocations, institutions must provide a general education and well-rounded educational experience. Such an experience ensures that degree recipients have mastered the basic skills of reading, writing, and speaking; gained critical thinking and interpersonal skills; and developed the knowledge and values necessary for long term professional success, personal fulfillment, and civic participation.

Higher education institutions will have appropriately high admission standards and collaborative activities with the elementary and secondary schools to improve the preparation of college-bound students and the communication of admission and retention standards.

Comprehensive academic advising and assessment activity must be readily available for all students to enhance student learning and to assist them in achieving a degree. Superior undergraduate teaching and academic advising should be recognized and rewarded when decisions about salary, tenure, and promotions are made.

III. Higher education shall be linked functionally to elementary, secondary, adult and continuing education. Furthermore, in order to enhance the competitive edge of Tennessee's economy, higher education shall be a full partner with business, industry and related governmental agencies.

Partnerships permit institutions of higher education to improve responsiveness to the social, economic, technological, and educational needs of Tennessee and the nation and to more effectively use public and private resources. These linkages strengthen the educational system, promote economic and cultural development, and stimulate a higher quality of life for citizens of Tennessee.

IV. Higher education in Tennessee shall be carried out with uncompromising high quality.

With teaching and learning as the central missions of higher education in Tennessee, faculty members in public colleges and universities must be among the best in the South and Nation. Vibrant and talented faculties will be recruited, developed, and rewarded for superior performance, and their compensation should be competitive with that of comparable institutions throughout the Nation.

Research and scholarship enhance both the educational process and the advancement of knowledge. University research contributes to economic growth through the education and training of scholars and scientists and through the discovery of new insights and relationships leading to innovation and new technology. Increasing the quality of research will attract more funds from non-state sources.

Public service enables colleges and universities to enrich the quality of life for Tennesseans by providing broad access to libraries, museums, and cultural events. Local communities receive direct assistance from agricultural extension services, academic health care centers, and technical activities. Colleges and universities should serve both business and government as an independent source of information for policy decisions, resource allocation, management options, and regulatory issues.

V. Higher education in Tennessee shall be for all citizens who are interested and academically qualified.

Neither the financial status nor the social status of Tennesseans should serve as a barrier to higher education. Financial aid, as well as academic advising and social support services, must be readily available. Tennessee colleges and universities will actively recruit and retain students from population groups, especially black and older students, who have not fully participated in higher education in the past. Increasing the number of adults with a college education and working cooperatively with other appropriate agencies to overcome adult illiteracy must be achieved. Graduate and professional education will seek new ways to help update the skills of the work force.

Efforts must be made to encourage Tennessee's most academically talented residents to attend postsecondary institutions in Tennessee, rather than out-of-state, in order to avert a short-term and potentially long-term loss of human resources.

Targets

A. Develop and implement mission statements which clearly establish differentiated missions for each institution.

B. Provide funding for special initiatives which promote educational excellence, such as Centers and Chairs of Excellence and the Academic Scholars program, based upon a comprehensive evaluation system.

C. Reward meritorious institutional performance through the Performance Funding Program.

D. Implement a statewide system of program review at the graduate level to promote better quality.

E. Develop comprehensive financial aid programs which assure that no qualified student will fail to attend a public higher education institution because of inadequate financial aid.

F. Improvements will be made in desegregating the undergraduate and graduate student bodies and administrators, faculty, and professional staff members at all Tennessee institutions of postsecondary education *at least* to the levels specified by the Desegregation Monitoring Committee.

G. Implement programs and policies, such as early retirement plans and more aggressive recruitment of personnel, to promote vibrant and diverse faculty and staff members.

H. Increase the percentage of Tennesseans, especially adults over 25 years of age, participating in undergraduate education.

I. Improve the graduation rates at the associate level in postsecondary education by at least 4 percentage points from 20% to 24% and at the baccalaureate level by at least 4 percentage points from 39% to 43% by 1993.

J. Exceed the national norm in baccalaureate student performance in general education by achieving the fifty-first percentile by 1993.

K. Student performance on licensure and certification examinations shall meet or exceed the national pass rate or mean by 1993.

L. Increase the rate of job placement in areas for which graduates from 2-year programs are trained from 74% in 1986 to at least 80% in 1993, and also increase transfer placement.

M. Fully implement a comprehensive program to disseminate information about the role and benefits of higher education in Tennessee.

N. Increase the linkages with K-12 schools, the private sector, and other public agencies through the following initiatives:

   * Devise a statewide system to monitor the implementation of the Comprehensive Education Reform Act and other educational improvements, including increased participation of postsecondary or teacher education faculty in K-12 schools, comprehensive implementation of the Project EQuality Program, and reform of teacher education.

   * Increase total gifts, grants, and contract funding by 20 percent in constant dollars from the base established in the 1986-87 financial reports of higher education by 1993.

O. Develop a comprehensive computerized and standardized academic reporting system for public, private, and proprietary institutions.

SUMMARY OF PRINCIPLES AND TARGETS
MASTER PLAN
FOR
TENNESSEE HIGHER EDUCATION
1987-1993

Principles / Targets	A. Mission Statements	B. Centers, Chairs, and Academic Scholars	C. Performance Funding	D. Graduate Program Review	E. Financial Aid	F. Desegregation Objectives	G. Faculty and Staff	H. Participation Rates	I. Graduation Rates	J. Baccalaureate Student Performance	K. Licensure and Certification Student Performance	L. Job Placement and Job Transfer	M. Higher Education Advocacy Program	N. K-12 Schools, Private Sector, and Public Agencies Linkages	O. Academic Reporting System
I. Tennessee's colleges and universities, collectively, shall address the needs of the people and goals of the state, and each institution's mission shall be unique and shall focus on the strengths of the respective institution.	X	X	X			X									X
II. Undergraduate education shall address the tasks of preparing students to think critically, interpret knowledge, and function effectively and productively as members of society and as professionals in the work force.								X	X	X	X	X			
III. Higher education shall be linked functionally to elementary, secondary, adult, and continuing education. Furthermore, in order to enhance the competitive edge of Tennessee's economy, higher education shall be a full partner with business, industry, and related governmental agencies.		X											X	X	
IV. Higher education in Tennessee shall be carried out with uncompromising high quality.	X	X	X	X											
V. Higher education in Tennessee shall be for all citizens who are interested and academically qualified.		X			X	X	X	X							

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INTRODUCTION

INTRODUCTION

Throughout the South and especially in Tennessee, the 1980s marked a significant turning point in growth and development. Indicators of this progress consisted of growth in per capita income at a rate higher than the national average, prosperity and vitality of cities, and arrival of major new industries and businesses. With this progress has come a renewed appreciation and a new awareness by the citizenry for their heritage, as well as a strong commitment toward community and family.

Tennesseans, like other Southerners, recognize that their future depends upon both dynamic cities and dynamic rural areas. Tennessee must continue to build a future on the foundations of education, adequate wages, and equal opportunity. However, the development of economically viable rural settings to complement the vibrant urban areas depends upon an assurance that rural and small town residents are educated adequately and provided equal opportunities. The Southern Growth Policies Board, recently stated, "The development of our human resources is the gravest long-term economic challenge facing the South, because as a region, we have for the past 100 years most severely underinvested in the development of our people, particularly minorities, the disadvantaged, and the isolated."

In the 1980s, Tennessee leaders enacted the Comprehensive Education Reform Bill to serve as the cornerstone in efforts to promote both continuity and change in Tennessee education, and public elementary and secondary schools and higher education institutions have focused on ways to improve performance. The Tennessee General Assembly and the private sector within the state have provided substantial funding to support these reforms. Approximately three-fourths of the reforms which pertain to higher education have been implemented or the procedures have been developed for implementation. These investments in human resources should increase the economic competitiveness of the state and enhance the quality of life for all students.

Tennessee will move into the 1990s with modest population growth from 4.9 million residents in 1986 to 5.2 million residents by 1993. Reflecting national and regional trends, a higher percentage of the population will be Black, elderly, and urban. Forecasters predict an era of moderately strong economic growth with state production increasing in real terms approximately 3 percent per year, employment growing by 1.4 percent annually, and unemployment declining slowly. Technological advances, especially those involving computers and telecommunications, will provide improved productivity and new possibilities for closer partnerships between private enterprise and government. Finally, fundamental structural changes in the economy of the past decade, such as the shift to service activities and international business, should culminate by the mid 1990s, thus, creating a more stable, energized economy. These favorable developments will permit Tennessee to outpace the nation in overall economic growth during this period.[1]

[1] *"Population Projections", The Tennessee Department of Health and Environment, Office of Health Statistics: Nashville, TN (February, 1987) and* ***An Economic Report to the Governor of the State of Tennessee on the State's Economic Outlook,*** *The Tennessee State Planning Office: Nashville, TN (November, 1986), pp. XIII-XIV, 62-76.*

At the national level, efforts to balance the federal budget and to shift governmental responsibilities from the federal level to the state level will result in an impetus to decrease federal funds for postsecondary education. Institutions will find intense competition for the funding of research, service and other educational activities, whether in science and technology, agriculture, health care, arts, or humanities. Policy makers will need to monitor closely these federal developments in order to minimize their impact on the people and postsecondary institutions of Tennessee.

This new master plan for higher education in Tennessee sketches a framework for the continued improvement of postsecondary institutions, specifically in regard to students, faculty, and facilities. In addition, the plan emphasizes critical linkages between higher education and other important objectives of the state, such as a literate population, skilled work force, and partnerships to enhance the quality of life. Each segment of the plan - *Educational Opportunities - The Turning Point, Partnerships for Enhancing the Quality of Life, The Tools of Education, Equal Opportunity,* and *Stewardship and Excellence* - outlines important steps to be taken by higher education on the pathway toward excellence. Underlying the principles within this blueprint is the aspiration that Tennessee will continue to develop a higher education system that is competitive with the best systems in the South and in the Country. The Tennessee Higher Education Commission is committed to this objective, because to provide an excellent system of higher education will guarantee a productive future for the Volunteer State as we enter the twenty-first century.

EDUCATIONAL OPPORTUNITIES—THE TURNING POINT

EDUCATIONAL OPPORTUNITIES - THE TURNING POINT

Tennessee has followed the public policy of creating a comprehensive system of public higher education - universities, community colleges, technical institutes, and area vocational/technical schools - with differentiated missions that complement the rich heritage and diversity of the state's private system of higher education. The objective has been to provide students with diverse educational experiences appropriate to their talents and aspirations and available at easily accessible locations. The emphasis on access has ensured that students have educational opportunities at critical turning points in their lives and has ensured the state a well-educated and trained citizenry.

Enrollment in public postsecondary educational institutions declined slightly during the 1980s. Despite a drop in the number of high school graduates, postsecondary education enrollment remained relatively stable due to a growing number of part-time students (especially older) at the two-year institutions.

Yet, even with a comprehensive higher education system, a commitment to access, and an increase in the number of adult learners, Tennessee lags behind the nation and region in the educational attainment level of its residents. Illiteracy is also a major problem in Tennessee. For example - approximately 19 percent of Americans 25 years or older have completed four years of college, whereas only 13 percent of Tennesseans 25 years or older have a comparable education. Approximately 435,000 adults in Tennessee possess less than an eighth grade education, and approximately 750,000 adults in Tennessee have at least an eighth grade education but less than a high school diploma.

Postsecondary education, in cooperation with other agencies that have the primary responsibility, must develop major initiatives to serve these under-educated residents and address the underlying cause of illiteracy - high drop out rates in schools. **Appendix A,** which contains enrollment projections for each institution, documents that the enrollment will be stable for the next five years at all Tennessee universities, except Tennessee State University where a modest increase is projected. However, if efforts to meet the educational needs of Tennessee's adults prove successful, the overall enrollment in postsecondary education will increase modestly (about 2 percent) between 1987-1993. Failure to develop academic programs and support services which meet the special needs of older, part-time students will lead to a substantial drop in enrollment.

At the same time that public policy has encouraged educational opportunity, the governing and coordinating boards - the Board of Trustees of the University of Tennessee, the Board of Regents of the State University and Community College System, and the Tennessee Higher Education Commission - have sought to prevent unnecessary duplication of academic programs and facilities at both the undergraduate and graduate levels and to minimize unwarranted competition among higher education institutions. Although the directives found within this master plan foster a continuing commitment to these policies, for the future, specific action is needed in several areas of the undergraduate experience, graduate education, teacher preparation, and the non-public sector of postsecondary education.

The Undergraduate Experience

Undergraduate education in the United States, traditionally, has borne responsibility for providing future leaders and an informed citizenry through studies in the liberal arts. However, since World War II, increased specialization has characterized undergraduate education at both two- and four-year institutions. While the proportion of business and engineering majors in Tennessee nearly doubled between 1974 and 1984, majors in life sciences, foreign languages, letters, philosophy, and religion fell by almost fifty percent. The scope of many academic programs, both nationwide and in Tennessee, has been narrowed to reflect both the knowledge explosion in many disciplines and the demands of some specialized accrediting agencies to meet career concerns of students and to meet the human resource needs of society. In addition to the essential task of mastering basic skills, emphasis needs to be placed on an array of integrative skills.

Mounting evidence suggests that more attention must be spent on general education and the total educational experience of students. The Education Commission of the States recently concluded that baccalaureate recipients may lack critical thinking and interpersonal skills, as well as the knowledge and values necessary for long-term professional success, personal fulfillment, and civic participation. The Tennessee Legislature and the Tennessee Higher Education Commission should continue to emphasize special funding initiatives such as the Centers and Chairs of Excellence, and Centers of Emphasis in order to enhance undergraduate programs and recognize outstanding undergraduate instruction. In order to achieve academic excellence, the two governing boards, the coordinating board, and the faculty of all higher education institutions in Tennessee must address sources of weaknesses in undergraduate education.

By 1989, the four-year institutions operated by the State Board of Regents and the University of Tennessee will have implemented substantially higher admission standards, including specific, more stringent high school course requirements, test scores, and grade point averages for entering freshmen. In order to ensure these admission standards are set at a reasonable level and to encourage racial and cultural diversity, including the admission of selected out-of-state and foreign students, all institutions and boards should continue to monitor closely these standards. The impact of more rigorous elementary and secondary education programs and higher admission standards at the universities should lead to a substantial reduction in the amount of remedial instruction required at the postsecondary level.

The community colleges, which provide comprehensive two-year experiences in both rural and urban settings, and the technical institutes shall continue to provide open access to graduates of Tennessee's high schools and specified holders of the general education equivalency diploma. A central focus of the area vocational technical schools shall be to provide education designed to prepare students for direct entry into the Tennessee work force. The provision of such educational experiences is essential if Tennessee is to continue to attract new industry and retain current markets. The State Board of Regents shall continue to identify and elminiate unnecessary duplication of vocational and technical courses and programs and will take the lead in ensuring that properly trained personnel (at less than the baccalaureate level) are available for employment.

A significant number (approximately one-third) of Tennessee's most academically talented students pursue higher education at out-of-state colleges or universities, in part, because of substantial scholarships offered by these institutions. These talented students often do not return to Tennessee after completing their higher education experience. This drain of talent has a significant impact on the state higher education system as well as the social, cultural, and economic environment of the entire state. To address this problem, the Academic Scholars Program and other measures to retain outstanding students in Tennessee institutions of higher education should be pursued vigorously.

To facilitate the retention of students, initiatives such as appropriate scheduling of course offerings, special counseling and skill development services, and comprehensive academic advisement and assessment programs to assist in placement must be pursued. These actions, supported by recent revisions in the funding formula which enhance remedial and developmental services available to students, should lead to an improved student retention rate.

Financial aid is important to ensure access and retention of students. The costs of pursuing postsecondary education without adequate financial aid can create unreasonable barriers for prospective students. The shift in national policy to emphasize loans rather than grants or work study programs has intensified this problem, especially for lower and middle income and disadvantaged students. There is evidence to suggest that students may avoid certain careers requiring extensive education because they are not willing to mortgage their future earnings through large financial aid loans. A study of the adequacy of the financial aid programs available for higher education in Tennessee shall be undertaken.

In addition to formal instruction, students learn from other facets of campus life such as residence hall experiences, academic clubs, social organizations, student government, concerts, exhibits, performances, recreational activities, and intramural and intercollegiate athletics; many of these student organizations emphasize the importance of community service. Therefore, higher education institutions shall ensure that the quality of campus life promotes appropriate personal as well as intellectual development. Students must learn the importance not only of academic inquiry and freedom but also of personal and corporate responsibility.

Graduate and Professional Education

Shifting demographic characteristics of Tennessee and the need for many residents to be prepared for a rapidly expanding "high-tech" society increase the importance of graduate and professional education. Graduate research programs will continue to focus on advanced questions of current knowledge and practice, thus seeking to explain that which is not yet understood or to discover that which is not yet known. High quality graduate and professional education with regional and national distinction is essential in Tennessee's quest for excellence.

The higher education community should continue efforts begun by the Tennessee Conference of Graduate Schools to upgrade standards at the master's degree level. These efforts should address areas such as admissions, level of course work,

and specific degree requirements (e.g., comprehensive examinations and theses). To maintain quality, new doctoral programs should be limited to the comprehensive universities, except in very unusual circumstances, and new programs should be initiated only after exhibiting strong evidence of need. Special attention should be given to the issue of specialized professional programs that go beyond the baccalaureate but that do not constitute a master's program according to accepted standards. The demand for such programs may increase with the need for updating skills in the current and future work place driven by technology.

In professional schools, the adequacy of funding and policies on tuition and financial aid should be reexamined. The review of funding should include an assessment of obligations, such as clinical services, that are characteristic of professional education. Tuition and financial aid policies should be studied with the objective of students being able to make career decisions more from the perspective of commitment to a chosen profession and less from the perspective of long-term financial obligations.

Teacher Education

Because school teachers are among society's most critical resources, policy makers in Tennessee and other southern states have recently implemented reforms to ensure high quality personnel and appropriate numbers of teachers for the 1990s and beyond. At no other time in history have state leaders been so deeply concerned about the teaching profession. An Advisory Council on Teacher Education and Certification, as mandated by the 1984 General Assembly, has completed a study of teacher education in Tennessee. Many initiatives focus on teacher preparation while others seek to alter the teacher's working environment; institutions of higher education must continue to play a central role in both types of reform efforts. Universities and colleges in Tennessee have experimented with a fifth-year program designed particularly for graduates of arts and sciences; they have raised admission standards for teacher education programs and provided more effective classroom teaching experiences.

The undergraduate preparation of teachers should provide a liberal arts education as demanding as that of other undergraduate arts and sciences majors. Faculty from the disciplines of arts and sciences must join with education faculty to design effective liberal arts and teacher education programs. The faculty also must work closely with local school systems to conduct effective internship experiences for prospective teachers. Similar partnerships should create educational opportunities for the continuing professional development of teachers, administrators, and other school personnel. In order to stimulate professional renewal, institutions of higher education should continue research and inquiry into the improvement of teaching, school leadership, and other school services.

Non-Public Institutions

The non-public sector of Tennessee postsecondary education includes 55 degree-granting institutions which have earned institutional accreditation by a member agency of the Council on Postsecondary Accreditation. Approximately 100 other institutions currently are authorized to provide instruction under the provisions of the Tennessee Postsecondary Education Authorization Act of 1974. An additional 30 out-of-state institutions are permitted to enroll students in Tennessee. Due to the contribution non-public institutions have made to the state for several years, many of them have gained the respect of the citizenry and are included in special state-funded programs such as tuition grants and contract education programs. The presence of these institutions is important in providing an array of educational opportunities for Tennesseans.

Nationally, the private vocational sector of non-public education has become the principal provider of postsecondary vocational studies with approximately 72 percent of all postsecondary vocational students enrolled in such schools. Approximately 100 such institutions operate in Tennessee, but in the past these schools have not participated fully in comprehensive planning for higher education. As a result, citizens and planners have had difficulty gaining comparable information about this important sector of education. The Commission will develop appropriate avenues of communication to secure a more reliable data base for future planning and policy decisions; for cooperative efforts with other governmental agencies interested in educational and economic development; and for prospective students to use in choosing among available educational options.

MAJOR GOALS AND STRATEGIES

I. Focus undergraduate curriculum and instruction on providing students with critical thinking and interpersonal skills, as well as the knowledge and values necessary for long-term professional success, personal fulfillment, and civic participation.

A. Develop integrated core curricula for effective and innovative general education programs including assurance of coherent learning outcomes.

B. Strengthen the programs for both traditional undergraduate liberal arts and pre-professional majors to incorporate travel to other countries, provided that funding and other policies do not encourage excessive vocationalism at the expense of a well-rounded education.

C. Encourage both personnel and funding policies that support and reward superior undergraduate teaching, with a special emphasis toward teaching formats that require involvement of students in the learning process (i.e., writing, seminars, internships, laboratory activities, etc.).

D. Provide for faculty and staff development programs that are designed to improve undergraduate teaching, including travel to other countries.

E. Ensure that teacher education programs reflect the directives found within *Principles: Teacher Education in Tennessee,* which has been adopted by the Tennessee Higher Education Commission, the State Board of Education, and the State Certification Commission.

F. Improve student performance on licensure and certification examinations.

G. Increase the rate of job placement in areas for which graduates are trained, as contained in **Appendix B.**

II. Focus on improving students' preparation for undergraduate education through more rigorous elementary and secondary education programs and higher admission standards.

A. Communicate broadly through brochures, which are to be available for statewide dissemination by the Commission and governing boards by September 1, 1988, that Tennessee higher education accepts the College Board's *Academic Preparation for College* as a definitive statement of standards toward which entering students should aspire.

B. Encourage collaborative efforts with elementary and secondary schools to improve the preparation of college-bound students and the communication of admission and retention standards of post-secondary institutions.

III. Enhance undergraduate programs and recognize outstanding undergraduate instruction through assessment initiatives which focus on improving student learning and institutional performance.

A. Ensure that all assessment initiatives, including the Performance Funding Program, complement academic planning, program improvement, student learning, and quality instruction.

B. Provide appropriate assessment and placement measures for incoming freshmen to assure that each individual student receives the appropriate level of instruction.

C. Develop comprehensive student services which address comprehensive academic advisement, special counseling and skill development services to facilitiate student retention rates and to increase graduation rates, as contained in **Appendix C.**

IV. Provide sufficient resources to support undergraduate education and training programs.

A. Ensure that computers, well-equipped laboratories, and other equipment are provided to support the undergraduate curriculum.

B. Ensure that increased resources for faculty salaries encourage a commitment to all aspects of undergraduate programming, including general education, major disciplines, and vocational or technical education and training programs.

V. Improve student access in order to ensure that students have educational opportunities at critical turning points in their lives and to ensure the state a well-educated and trained citizenry.

A. Increase participation in higher education by all Tennesseans to a rate competitive with that of both the region and the nation.

B. Ensure that undergraduate programs are accessible to non-traditional students.

C. Determine ways to improve articulation between public higher education institutions, independent colleges and universities, and elementary and secondary schools through a study to be completed by July 1, 1989.

D. Sustain the proper emphasis on student financial aid to ensure that all prepared and capable students have an opportunity to participate in higher education.

VI. Provide quality graduate and professional education which has regional and national distinction.

A. Ensure the availability of adequate libraries, laboratories, and computer resources for all graduate and professional programs.

B. Strengthen the graduation requirements of all master's programs to meet the standards of the Tennessee Conference of Graduate Schools.

C. Promote quality in specialized professional programs that extend beyond the baccalaureate degree but that do not constitute a master's program.

D. Review the policies which govern state support for programs at private institutions.

VII. Attract and nurture able, highly motivated graduate and professional students of diverse backgrounds.

A. Identify and recruit students through increased cooperation with the business community.

B. Provide financial assistance to meet the needs of qualified graduate students.

C. Encourage students, especially minority students, early in their undergraduate experience or careers to participate in graduate and professional education, through individual campus efforts and statewide initiatives to include an annual conference coordinated by the Commission.

PARTNERSHIPS FOR ENHANCING THE QUALITY OF LIFE

PARTNERSHIPS FOR ENHANCING THE QUALITY OF LIFE

Higher education must intensify its traditional commitment to enhance the quality of life for Tennessee's residents. Institutions contribute to society not only through formal instruction and training but through service activities and research programs. Quality research to meet current and future economic needs and to solve civic problems is becoming increasingly important in our modern technological society.

Agriculture, health services institutions, high technology industries, environmental agencies, social organizations, and a host of other activities can benefit from closer links with university researchers. Higher education's public service initiatives can complement the activities of other governmental agencies, organizations, and groups which address community needs. Art and cultural outreach programs conducted by higher education institutions can provide another important bond with residents. Both the higher education institutions and the public will benefit from forging these diverse partnerships. The well-being of Tennessee depends on maintenance of the state's attractiveness to business; higher education contributes significantly to that attractiveness.

Research - The Vital Link

Basic and applied research promote the generation of new knowledge, technology, and services which benefit society. Clean air and water, the prevention of soil erosion, adequate transportation and communication systems, better prevention and treatment techniques for diseases, heightened profitability of agriculture, biotechnology, waste management, aerospace developments, and the efficient operation of government are only a few of the areas which merit the attention of talented university researchers. Because research plays such a critical role in higher education, Tennessee's higher education institutions must have the personnel, equipment, and facilities to engage in productive research.

In turn, institutions must look for new ways to strengthen collaborative research efforts with other groups. In order to further partnerships between higher education and business, industry, and other public agencies, appropriate vehicles such as information exchanges for a statewide patent clearinghouse and rosters of researchers and specialized services; mechanisms for technological transfer; incubators to promote new business development; and technical assistance programs must be explored.

Service - Helping Tennessee

Institutions of public higher education employ individuals with diverse knowledge and skills, and since they are tax-supported, are obligated to disseminate knowledge to the community through public service. In addition to developing closer links with elementary and secondary school systems, faculty and staff members can provide important services to the community through small business advisory

centers, museum exhibitions, extension activities for agri-business and farmers, health centers, consulting services for government, performing arts programs, and other community-oriented activities.

Institutions must seek ways to strengthen existing relationships and to develop new relationships, including both traditional and non-traditional areas of service which provide the residents of Tennessee with access to the competencies of faculty and to other institutional resources. To ensure effective use of resources, institutions must avoid unnecessary duplication of service activities.

Private Support - The Critical Margin

Because of the important role of research and service, more state resources must be invested to build the necessary infrastructure of personnel, libraries, equipment, facilities, and to provide seed money to promote critical research and service efforts. However, the expense of developing high quality research and service requires additional resources from the private sector through grants, contracts, gifts, equipment sharing, and personnel exchanges. Effective partnerships between higher education institutions and the broader community can provide the critical margin of support necessary for excellence.

MAJOR GOALS AND STRATEGIES

I. Serve the Tennessee public at large by responding to its changing social, economic, technological, and educational needs.

A. Encourage each institution to expand and diversify its service role in a manner consistent with its respective mission in order to improve responsiveness to the needs of the state.

B. Encourage interinstitutional cooperation in joint service initiatives with local and state government, especially the Department of Economic and Community Development.

C. Encourage appropriate partnerships with business and the private educational sector in areas of mutual benefit and consistent with missions, including, but not limited to, such initiatives as research parks and instructional contracts.

D. Provide access to the broad range of cultural programs provided through institutions of education to all citizens of Tennessee.

II. Serve as a repository of information for decision-making by local and state government, business, industry, and the public at large.

A. Compile and provide comprehensive information on programs available at all Tennessee public and private postsecondary institutions by July 1, 1990.

B. Assist local and state government in meeting informational needs.

C. Share with local business and industry informational resources which contribute to economic development.

III. Utilize appropriate mechanisms for delivery of information and instruction to Tennesseans.

A. On the basis of a study by the Commission and governing boards to be completed by April 1988, examine telecommunication needs of higher education, and develop and implement plans for interinstitutional networks, within both the public and private sectors which afford institutions the opportunity to share computers, library resources, instructional programs, and informational resources.

B. Intensify higher education's joint efforts with elementary and secondary education to assure appropriate utilization of the full range of telecommunications equipment available to deliver education to Tennesseans.

C. Encourage the use of statewide procurement contracts for computer equipment and software to provide greater cost-savings and appropriate quality.

D. Encourage regional and national evaluation agencies for libraries to broaden the scope of evaluations to include the full range of library capabilities provided through library automation and networking, and make certain that libraries within Tennessee's public higher education system meet these improved standards.

THE PERSONNEL AND TOOLS OF EDUCATION

THE PERSONNEL AND TOOLS OF EDUCATION

The faculty and staff, library, equipment, and facilities form the foundation for excellence in Tennessee higher education. Highly qualified and motivated faculty and staff, up-to-date and accessible library collections, state-of-the-art scientific and technical equipment, and well-maintained and usable facilities must be available for institutions to provide instruction, research, and public service. However, since the 1950s, funding frequently has not kept pace with the rapid enrollment expansion and increasing number of public institutions in Tennessee. Many of the funds that were made available were consumed by inflation in the 1970s and early 1980s and therefore did not serve as true increases.

Recognizing this severe problem, the Tennessee Legislature authorized special funds through the Comprehensive Education Reform Act, so that Tennessee higher education might be competitive with other southern states. State appropriations, for example, grew from $385.5 million in 1982-83 to $628.7 million for 1986-87, while higher education enrollments remained stable. For the first time in the history of higher education financing, the 1986 Legislature funded the formula for financing the basic needs of colleges and universities at 100 percent, and, again, in 1987 the formula was fully funded for instruction and research. Higher education's share of the total General Fund appropriations increased modestly from 20.9 percent in 1982-83 to 21.3 percent in 1986-87.

Despite these significant advances, additional investments in higher education must occur before Tennessee attains status in the upper rank of southern states, when comparing either funding levels or reputations for excellence among the colleges and universities.

Faculty and Staff

Tennessee higher education institutions have acquired well-qualified and committed faculty and staff members over the years, but lower than average salaries have greatly hampered the institutions' ability to recruit and retain these highly qualified personnel. In 1983-84, Tennessee ranked 13th out of 14 states in the membership of the Southern Regional Education Board on the basis of average faculty salaries. Through a concerted effort by Tennessee's governmental leaders, substantial salary increases have raised Tennessee's rank from the very bottom to the middle of the group. This increase must continue if Tennessee in our mobile society is to retain its faculty and staff.

The Centers of Excellence and Chairs of Excellence programs have further enhanced the capability of universities to attract and support the best faculty and staff in specialized programs. Nationally and internationally recognized scholars and researchers have joined the Tennessee faculties through these initiatives. The focusing of additional resources on areas of existing strengths has assisted Tennessee higher education in achieving a high degree of excellence and should continue to bring accelerating benefits, if consistently funded.

Faculty and professional staff renewal programs attract and retain personnel by providing opportunities for intellectual and personal growth. Renewal programs ensure that faculty and professional staff are current in their fields and assist personnel in learning about new fields. Although several institutions currently operate programs of this nature, additional efforts are necessary in order to stimulate professional growth, especially among women and minorities. The Commission will explore the desirability of creating systemwide faculty and professional staff renewal programs, including a program for senior executive officers.

Sound salary and professional renewal policies create a positive working environment for faculty and staff who are the most important factors in determining the quality of education offered by an institution.

Library Resources

A library is an important educational tool because of its contribution to student learning, student and faculty research, and service. However, just as the assessment of student learning must necessarily proceed from a clear idea of what students are expected to learn, so too, the quality or "performance" of libraries must begin with a shared understanding of what resources and services libraries are expected to have and provide. Without such an understanding, the quality of our libraries cannot be assessed or, more importantly, improved. Just as annual enrollment or budget increases are inadequate indicators of the quality of institutional management, the number and growth rate of library holdings in Tennessee are no longer adequate measures of library quality.

Tennessee has taken several steps toward excellence in recent years in its college and university libraries, including an expansion of the funding base. In addition, two studies were conducted to assess library space which led to improved library space and to recommendations for expanding library technology. This expansion would increase the ability of Tennessee libraries to utilize the resources of the national On-Line Computer Library Center (OCLC) network. Participation in the OCLC network will provide Tennesseans access to a large national base of bibliographic information and will expand the specialized volumes available locally by making the unique holdings of the various Tennessee public college and university libraries accessible to students and scholars across the state. Functioning as a system rather than as autonomous units will enhance the quality of each college and university library.

Technological innovation will permit Tennessee to build a comprehensive library system which will be among the best in the country. Students across the state will be given access to special library holdings, as well as more general works throughout the state by using the latest technology available. Individual colleges or universities will develop special collections based on their differing institutional missions which, in the long run, will make investments in library technology cost efficient.

The challenges embraced by this master plan in the area of library services are to define standards for assessing the quality of library resources and services; to

establish a link between those standards and library funding; and to provide to the citizens of Tennessee, through the latest technology, an array of national and local resources.

Equipment

State-of-the-art equipment is one of the critical links facilitating teaching, learning, employment, and fostering research and the advance of knowledge. Environments in which instructional equipment is obsolete, worn-out, or simply not available does not prepare students to enter the best graduate programs or to compete for jobs in technically-oriented business and industry. When research equipment is deficient, researchers are ill-equipped to compete for grants and contracts and institutions are handicapped in efforts to attract and retain the best faculty and graduate students. The advent of the computer age has greatly intensified the need for state-of-the-art equipment. Therefore, renewal of higher education's equipment resources must be viewed as a critical step toward excellence.

An extensive evaluation of instructional and research equipment in 1985 identified immediate costs of $60 million to replace worn-out and obsolete equipment and to purchase new equipment needed to upgrade instructional and research laboratories. The challenge that now exists is to develop a program which will address both immediate critical needs and provide regular evaluations in order to maintain quality.

The use of telecommunications and other forms of electronic transfer of information presents exceptional opportunities for creative approaches to education. At the same time, the application of this rapidly evolving technology is extremely costly and poses new possibilities for the unwarranted duplication of program courses and services. For these reasons, responsible policies and processes for developing and using telecommunications must be included in the planning process.

Facilities

During the last decade special funding made possible the renovation of many older buildings and the addition of new space on college campuses, thus enhancing the physical environment for students, teachers, researchers, administrators, and other staff members. This substantial funding has enabled the most critical instructional space needs to be met, and the projected stable enrollment levels now indicate that sufficient space is available for instructional purposes. Furthermore, Tennessee has been unique in providing for the capital maintenance of its substantial investment in physical facilities.

In the future, Tennessee should look beyond basic construction of instructional facilities toward construction or renovation of facilities designed to promote an increased emphasis on research and enhanced linkages with business and industry. Advances in technology and expanded research activities have created a need for specialized research space on several campuses. The Centers of Excellence and Chairs of Excellence programs are attracting nationally-known scientists and

educators to Tennessee who bring with them extensive equipment and numerous technical staff members. To attain efficient and effective results, institutions must provide space to house these faculty, their support staff, and equipment. While planning new specialized space, facilities should be proposed which respond directly to programs central to each institution's mission. The rapidly changing nature of research should encourage the creation of flexible space in order to utilize the resources efficiently.

Maintaining facilities in excellent condition remains a priority. In 1976, Tennessee implemented a comprehensive statewide facilities evaluation system and a comprehensive program to overcome deficiencies in maintenance. Through this approach, Tennessee higher education has addressed deferred maintenance and instituted preventive maintenance projects. Maintenance programs which incorporate the good stewardship of public resources will continue to be important.

MAJOR GOALS AND STRATEGIES

I. Attract and retain well-qualified and committed faculty and staff members.

A. Encourage universities to provide incentives that promote excellence in teaching and scholarship.

B. Promote opportunities for development (including faculty exchange programs with colleges and universities in other countries), retraining, and professional advancement tailored to meet the needs of individual institutions.

C. Recommend that retirement programs ensure adequate credit for out-of-state employment, thereby making employment in Tennessee higher education more attractive.

D. Propose appropriate early retirement plans for faculty and staff on the basis of a study to be conducted by the Commission, in conjunction with the governing boards, the State Department of Personnel, and other state officials, by December 30, 1988.

II. Support expanded, high quality basic and applied research initiatives in order to generate new knowledge, technology, and services which benefit society.

A. Provide release time for research and other faculty development opportunities tailored to the mission of each campus.

B. Ensure adequate personnel, equipment, and facilities to engage in productive research.

C. Further partnerships between higher education and business, industry, and public agencies, and increase the level of support from private foundations.

D. Promote the development of nationally competitive research proposals through enhanced support services and through intra- and interinstitutional cooperation.

III. Provide a sufficient number of individuals with appropriate advanced degrees; upgrade the skills of practicing professionals; and establish a relationship with industry that fosters the economic needs of the state and region.

A. Offer a broad range of high quality graduate and professional degrees and continuing education programs.

B. Develop alternative modes of program delivery to the workplace through collaborative efforts among regional business, industry, and educational institutions.

C. Develop policies that encourage technology transfer, acknowledge the inventors, and guard against conflicts of interest.

EQUAL OPPORTUNITY

EQUAL OPPORTUNITY

Desegregation of students, faculty, and staff at each of the public colleges and universities in Tennessee continues to be a priority of Tennessee higher education. Vigorous recruitment and retention efforts are essential to attain desegregation objectives.

The Board of Trustees of the University of Tennessee, the State Board of Regents, and the Tennessee Higher Education Commission, guided by the Stipulation of Settlement in the statewide desegregation lawsuit, will be offering a variety of special opportunities designed to facilitate the achievement of desegregation, emphasizing financial aid for undergraduate, graduate and professional students. Financial incentives are offered for academic enrichment experiences, internships, development and renewal opportunities, and for faculty and staff to pursue terminal degree programs. Higher education institutions will need to develop early identification programs in the public elementary and secondary school systems designed to create a larger pool of black high school graduates academically prepared to seek a postsecondary education.

Appropriate personal and academic counseling, support groups, and provision of faculty and staff role models are important vehicles for retaining students and enabling them to earn degrees. Retention of a racially diverse faculty and staff is necessary for the academic and research life of each institution.

In September 1986, the statewide Desegregation Monitoring Committee, an instrument of the U.S. District Court composed of repesentatives from the Board of Trustees of the University of Tennessee, the State Board of Regents, and the Tennessee Higher Education Commission, adopted new "other-race" desegregation objectives, contained in **Appendix D.** These objectives were designed to encourage the institutions to increase the presence of Blacks on predominantly white campuses and to increase the presence of whites on predominantly black campuses. The Desegregation Monitoring Committee will continue to review, on a regular basis, the progress of institutions toward these objectives and will continue to recommend measures for achieving further progress.

MAJOR GOALS AND STRATEGIES

I. Provide adequate support, both financial and academic, to ensure access to postsecondary education for all qualified Tennesseans regardless of socio-economic or educational background.

A. Examine the availability of state financial aid funds and methods of payment through a study by the Commission and the Tennessee Student Assistance Corporation, to be completed by September 1, 1988.

B. Provide sufficient scholarship support to assure retention of a larger percentage of Tennessee's brightest high school graduates within the state's system of higher education, while maintaining flexibility to attract superior students from other states.

C. Develop initiatives by January 1, 1988, in cooperation with elementary and secondary education officials and other appropriate agencies, to address illiteracy and other problems of academic deficiency through a coordinated, comprehensive program and appropriate funding distribution.

D. Monitor the current fee indexing concept to assure that it continues to provide an appropriate balance between state resources and student fees in meeting the cost of education.

II. Achieve appropriate representation of women and blacks among students, graduates, and employees at each public college and university in Tennessee.

A. Plan and implement cooperative interinstitutional programs designed to achieve the desegregation objectives for employment and enrollment, and provide additional resources for those programs which prove most effective.

B. Provide comprehensive programs of academic, social, cultural, and financial support to improve the retention and progression of women and black students.

C. Eliminate inappropriate barriers and policies that limit the enrollment of minority students from out-of-state.

STEWARDSHIP AND EXCELLENCE

STEWARDSHIP AND EXCELLENCE

The higher education community has a responsibility for the stewardship of resources provided higher education by both the private and public sectors. In order to assure these resources are expended efficiently and effectively, higher education administrators in Tennessee have been at the forefront of national activities during the past decade and a half creating techniques for prudent management. Thus, the coordinating Commission and governing boards have developed missions for each board and institution; a funding formula that ensures equitable treatment of all institutions; a long-range capital budget plan; a licensure program for the authorization of postsecondary proprietary schools; a performance funding approach that provides financial rewards for measured improvements in institutional activity; assessment tools to monitor and evaluate instructional efforts; and public information programs. This governance system that has demonstrated its ability to be an effective steward must now devise additional innovations to achieve excellence.

Assessment and Incentive Funding

The Commission initiated a highly acclaimed Performance Funding Program that links the awarding of resources with institutional performance in specific areas. The evaluation process and responsive, careful planning help to ensure each year that institutions adhere to their predetermined activities. Despite these innovative techniques, improvements should be sought, particularly, in assessing student outcomes and in the monitoring of corrective actions. Additional ways to implement the principle that institutional performance should be compared with that of peer institutions should be sought. The Commission should encourage other important efforts such as the State Board of Regents' systemwide assessment of incoming students.

To augment the basic Performance Funding approach, programs have been implemented that target resources according to existing areas of strength at each institution. The Chairs and Centers of Excellence and the Centers of Emphasis have used special state appropriations and matching funds to enhance the quality of instruction, research, and service in selected areas, thereby ensuring more clearly differentiated institutional roles. Methods for evaluating these programs will be refined in order to maximize the impact of these critical investments.

Other activities also help ensure that institutions operate well-conceived and adequately-funded programs. For example, policies guide the development of new degree programs and provide for only necessary expansion of off-campus centers and instruction; all public institutions must retain accreditation by the regional bodies; degree programs which are subject to specialized accreditation seek and attain national accreditation; and the governing boards conduct extensive reviews of academic programs. Instead of initiating another layer of program review that would unnecessarily duplicate the existing comprehensive evaluation procedures, the Commission will identify weak areas of evaluation and develop appropriate strategies to overcome these deficiencies. An important factor to this approach will be the establishment of an information system to ensure that the results of the extensive evaluation processes influence subsequent deliberations regarding policies, resource

allocations and personnel. By adopting this approach, the Commission will avoid the pitfalls of either proliferating evaluation programs or reducing them to the measurement of strictly quantifiable data.

Licensure and Veterans Education

Under provisions of the Tennessee Postsecondary Education Act of 1974, the Commission determines the basis for the annual authorization of 25 to 30 post-secondary institutions to offer associate, baccalaureate and graduate degrees. These are institutions classified as non-exempt and typically, private institutions which are not accredited nor based primarily in Tennessee. The primary thrust of this legislation was to protect consumers and provide specific mechanisms for resolution of consumer complaints. The 1983 amendment to that Act placed approximately 150 additional postsecondary institutions within the oversight of the Commission. These institutions offer programs ranging from one-day seminars to three-year doctoral programs and from word processing to theology. Over the next five years, the Commission must seek ways to execute more effectively the oversight and consumer protection thrust of the Act, as well as to monitor the effectiveness of the accreditation process and the relationship of accreditation and licensure with quality.

In 1983, the Commission was assigned the role as State Approval Agency for determining training programs in the state in which veterans may enroll and be eligible to receive veteran's education benefits. The Commission works with the Veterans Administration and follows federal legislation and regulations in administering the approval program.

Many of the institutions and programs that are reviewed for licensure are also reviewed by Commission staff members for veteran's education approval purposes. An integration of these two functions by the Commission staff has begun, and future Commission planning will incorporate all of the private and proprietary institutions.

An Informed Citizenry

Since its creation, the Commission has promoted higher education in Tennessee. The citizens of Tennessee deserve to be informed about the programs and the performance of higher education and to be made aware of their relationship to the economic, cultural, and social well-being of the state.

Information about the wide array of instructional, research, and service programs offered throughout the state must be readily available to the public. The Commission will take a leadership role in this effort by intensifying public information activities as part of the agency's responsibility for stewardship.

MAJOR GOALS AND STRATEGIES

I. Enhance institutional effectiveness and continue to reward excellence.

A. Refine institutional mission statements, according to the guidelines contained in **Appendix E**, by November, 1988, in order to establish more distinctive roles for each institution.

B. Establish an information system to ensure that the results of extensive evaluation processes influence subsequent deliberation regarding policies, resource allocation, and personnel.

C. Maintain the funding of special initiatives which demonstrate excellence.

D. Refine the Performance Funding Program and promote full funding of the formula.

APPENDIX A

APPENDIX A
STATE BOARD OF REGENTS
HEADCOUNT ENROLLMENT PROJECTIONS, 1987-1993

Institution	Actual Fall 1986	Actual Fall 1987	Projected Fall 1988	Projected Fall 1989	Projected Fall 1990	Projected Fall 1991	Projected Fall 1992
Austin Peay State University							
Undergraduate	4,498	4,753	4,498	4,498	4,498	4,498	4,498
Graduate/Professional	445	358	445	445	445	445	445
TOTAL	4,943	5,111	4,943	4,943	4,943	4,943	4,943
East Tennessee State University							
Undergraduate	8,232	8,487	8,232	8,232	8,232	8,232	8,232
Graduate/Professional	1,504	1,489	1,504	1,504	1,504	1,504	1,504
TOTAL	9,736	9,976	9,736	9,736	9,736	9,736	9,736
Medical School	223	218	223	223	223	223	223
Memphis State University							
Undergraduate	15,420	16,247	15,420	15,420	15,420	15,420	15,420
Graduate/Professional	4,626	4,226	4,626	4,626	4,626	4,626	4,626
TOTAL	20,046	20,473	20,046	20,046	20,046	20,046	20,046
Middle Tennessee State University							
Undergraduate	10,283	10,680	10,283	10,283	10,283	10,283	10,283
Graduate/Professional	1,125	1,295	1,125	1,125	1,125	1,125	1,125
TOTAL	11,408	11,975	11,408	11,408	11,408	11,408	11,408
Tennessee State University							
Undergraduate	5,826	6,093	5,922	5,970	6,018	6,066	6,116
Graduate/Professional	908	919	924	932	940	948	955
TOTAL	6,734	7,012	6,846	6,902	6,958	7,014	7,071
Tennessee Technological University							
Undergraduate	6,544	6,790	6,544	6,544	6,544	6,544	6,544
Graduate/Professional	1,081	1,145	1,081	1,081	1,081	1,081	1,081
TOTAL	7,625	7,935	7,625	7,625	7,625	7,625	7,625
Total Universities							
Undergraduate	50,803	53,050	50,899	50,947	50,995	51,043	51,093
Graduate/Professional	9,912	9,650	9,928	9,936	9,944	9,952	9,959
TOTAL	60,715	62,700	60,827	60,883	60,939	60,995	61,052

APPENDIX A
STATE BOARD OF REGENTS
HEADCOUNT ENROLLMENT PROJECTIONS, 1987-1993
(Continued)

Institution	Actual Fall 1986	Actual Fall 1987	Projected Fall 1988	Projected Fall 1989	Projected Fall 1990	Projected Fall 1991	Projected Fall 1992
Chattanooga State Technical Community College							
TOTAL	4,821	5,829	4,897	4,935	4,973	5,011	5,048
Cleveland State Community College							
TOTAL	2,735	2,978	2,779	2,801	2,823	2,845	2,864
Columbia State Community College							
TOTAL	3,040	2,866	3,092	3,118	3,144	3,170	3,194
Dyersburg State Community College							
TOTAL	1,651	1,664	1,677	1,690	1,703	1,716	1,731
Jackson State Community College							
TOTAL	2,445	2,835	2,475	2,490	2,505	2,520	2,536
Motlow State Community College							
TOTAL	2,331	2,336	2,369	2,388	2,407	2,426	2,442
Roane State Community College							
TOTAL	3,597	4,194	3,647	3,672	3,697	3,722	3,747
Shelby State Community College							
TOTAL	3,730	3,399	3,780	3,805	3,830	3,855	3,879
Volunteer State Community College							
TOTAL	3,366	3,415	3,418	3,444	3,470	3,496	3,522
Walters State Community College							
TOTAL	3,746	3,721	3,802	3,830	3,858	3,886	3,914
Community Colleges							
TOTAL	31,462	33,237	31,936	32,173	32,410	32,647	32,877

APPENDIX A
STATE BOARD OF REGENTS
HEADCOUNT ENROLLMENT PROJECTIONS, 1987-1993
(Continued)

Institution	Actual Fall 1986	Actual Fall 1987	Projected Fall 1988	Projected Fall 1989	Projected Fall 1990	Projected Fall 1991	Projected Fall 1992
Nashville State Technical Institute							
TOTAL	5,255	5,176	5,329	5,366	5,403	5,440	5,477
State Technical Institute at Knoxville							
TOTAL	2,658	2,221	2,696	2,715	2,734	2,753	2,769
State Technical Institute at Memphis							
TOTAL	7,657	7,638	7,779	7,840	7,901	7,962	8,024
Tri-Cities State Technical Institute							
TOTAL	1,839	1,810	1,863	1,875	1,887	1,899	1,913
Technical Institutes							
TOTAL	17,409	16,845	17,667	17,796	17,925	18,054	18,183
TOTAL SBR SYSTEM							
Undergraduate	99,674	103,132	100,502	100,916	101,330	101,744	102,153
Graduate/Professional	9,912	9,650	9,928	9,936	9,944	9,952	9,959
TOTAL	**109,586**	**112,782**	**110,430**	**110,852**	**111,274**	**111,696**	**112,112**

APPENDIX A
THE UNIVERSITY OF TENNESSEE
HEADCOUNT ENROLLMENT PROJECTIONS, 1987-1993

Institution	Actual Fall 1986	Actual Fall 1987	Projected Fall 1988	Projected Fall 1989	Projected Fall 1990	Projected Fall 1991	Projected Fall 1992
University of Tennessee at Chattanooga							
Undergraduate	6,098	5,967	6,061	6,043	6,024	6,006	5,987
Graduate	1,386	1,388	1,423	1,441	1,460	1,478	1,497
TOTAL	7,484	7,355	7,484	7,484	7,484	7,484	7,484
University of Tennessee at Knoxville*							
Undergraduate	19,578	19,639	19,426	19,350	19,274	19,198	19,123
Graduate	5,617	5,703	5,769	5,845	5,921	5,997	6,072
Professional	647	644	647	647	647	647	647
Subtotal Grad/Prof	6,264	6,347	6,416	6,492	6,568	6,644	6,719
TOTAL	25,842	25,986	25,842	25,842	25,842	25,842	25,842
University of Tennessee at Martin							
Undergraduate	4,460	4,460	4,450	4,445	4,440	4,435	4,431
Graduate	463	325	473	478	483	488	492
TOTAL	4,923	4,785	4,923	4,923	4,923	4,923	4,923
University of Tennessee at Memphis							
Undergraduate	304	316	304	320	336	352	369
Graduate	194	232	216	227	238	249	259
Professional	1,208	1,215	1,208	1,208	1,208	1,208	1,208
Subtotal Grad/Prof	1,402	1,447	1,424	1,435	1,446	1,457	1,467
TOTAL	1,706	1,763	1,728	1,755	1,782	1,809	1,836
Total University of Tennessee							
Undergraduate	30,440	30,382	30,241	30,158	30,074	29,991	29,910
Graduate	7,660	7,648	7,881	7,991	8,102	8,212	8,320
Professional	1,855	1,859	1,855	1,855	1,855	1,855	1,855
Subtotal Grad/Prof	9,515	9,507	9,736	9,846	9,957	10,067	10,175
TOTAL	**39,955**	**39,889**	**39,977**	**40,004**	**40,031**	**40,058**	**40,085**

*University of Tennessee at Knoxville data include graduate students at the University of Tennessee Space Institute and professional students in the College of Veterinary Medicine.

APPENDIX B

APPENDIX B
JOB PLACEMENT

Institution	1986	1993
Community Colleges	79.0%	84%
Technical Institutes	67.6%	74%
All Two-year	73.9%	80%

APPENDIX C

APPENDIX C
GRADUATION RATES

	1978 Actual Full-Time Freshmen	1980 Actual Full-Time Freshmen	1987 Actual Full-Time Freshmen
Percentage Graduated Within 6 Years			
State Board of Regents	35%	35%	40%
University of Tennessee	43%	44%	46%
All Public Universities	38%	39%	43%
Percentage Graduated Within 3 Years			
Community Colleges	N/A	18%	22%
Technical Institutes	N/A	26%	30%
All Two-Year Institutions	N/A	20%	24%

APPENDIX D

APPENDIX D
DESEGREGATION OBJECTIVES

UNDERGRADUATE STUDENT OBJECTIVES
ADOPTED BY THE DESEGREGATION MONITORING COMMITTEE

Institution	Actual 1985* % Black	Interim Objectives 1990-91 % Other-Race	Desegregation** Objectives % Other-Race
Austin Peay State University	17.2	17.0	17.0
Chattanooga State Technical Community College	10.6	14.0	15.3
Cleveland State Community College	3.3	4.4	5.5
Columbia State Community College	7.5	5.6	5.6
Dyersburg State Community College	16.4	14.9	14.9
East Tennessee State University	2.7	3.35	4.0
Jackson State Community College	12.5	16.75	21.0
Memphis State University	20.0	30.15	40.3
Middle Tennessee State University	7.7	9.61	11.5
Motlow State Community College	5.4	5.4	5.4
Roane State Community College	3.5	3.8	4.2
Shelby State Community College	60.3	49.5	59.3
Tennessee State University	71.0	45.0	61.3
Tennessee Technological University	1.8	6.0	6.8
University of Tennessee at Chattanooga	13.2	15.0	16.8
University of Tennessee at Knoxville	4.6	7.5	10.5
University of Tennessee at Martin	15.7	17.0	18.4
University of Tennessee at Memphis	8.6	11.2	14.2
Volunteer State Community College	3.7	6.4	9.1
Walters State Community College	2.7	2.8	2.9

*Actual 1985 enrollment used in developing the interim objectives.

**Refinement based on 1986 demographic projections. If met, the college-going rate disparity will have been addressed.

APPENDIX D
DESEGREGATION OBJECTIVES
(Continued)

GRADUATE STUDENT OBJECTIVES
ADOPTED BY THE DESEGREGATION MONITORING COMMITTEE

Institution	Actual 1985* % Black	Interim Objectives 1990-91 % Other-Race	Desegregation** Objectives % Other-Race
Austin Peay State University	5.7	6.03	8.42
East Tennessee State University	3.1	3.1	3.1
East Tennessee State University Medical School	8.3	8.1	8.1
Memphis State University	14.8	20.6	26.56
Memphis State University Law	7.0	9.0	9.6
Middle Tennessee State University	5.0	7.5	9.0
Tennessee State University	33.9	71.44	76.79
Tennessee Technological University	2.2	2.55	3.0
University of Tennessee at Chattanooga	5.8	10.8	15.8
University of Tennessee at Knoxville	4.2	5.1	6.0
University of Tennessee at Knoxville Law	7.9	7.4	7.4
University of Tennessee at Knoxville Veterinary Medicine	0.0	4.3	8.7
University of Tennessee at Martin	4.3	9.5	14.7
University of Tennessee at Memphis	5.5	8.1	10.8
University of Tennessee at Memphis Medicine	1.9	5.3	8.9
University of Tennessee at Memphis Dentistry	3.0	5.9	8.8
University of Tennessee at Memphis Pharmacy	5.7	7.0	8.4

*Actual 1985 enrollment used in developing the interim objectives.

**Refinement based on 1986 demographic projections. If met, the college-going rate disparity will have been addressed.

APPENDIX D
DESEGREGATION OBJECTIVES
(Continued)

EMPLOYMENT OBJECTIVES FOR ADMINISTRATORS ADOPTED BY THE DESEGREGATION MONITORING COMMITTEE

Institution	Actual 1985* % Black	Interim Objectives 1990-91 % Other-Race
Austin Peay State University	0.0	9.7
Chattanooga State Technical Community College	0.0	11.1
Cleveland State Community College	0.0	6.7
Columbia State Community College	9.1	20.0
Dyersburg State Community College	8.3	20.0
East Tennessee State University	0.0	4.8
East Tennessee State University Medical School	12.5	15.0
Jackson State Community College	14.3	14.3
Memphis State University	4.4	15.9
Middle Tennessee State University	9.1	11.1
Motlow State Community College	6.7	8.7
Roane State Community College	0.0	11.7
Shelby State Community College	41.7	56.4
Tennessee State University	72.6	50.8
Tennessee Technological University	1.4	7.8
University of Tennessee at Chattanooga	9.3	9.3
University of Tennessee at Knoxville	5.6	6.7
University of Tennessee at Martin	5.1	5.1
University of Tennessee at Memphis	7.0	7.0
University of Tennessee Memorial Research Center and Hospital	0.0	2.5
University of Tennessee Institute of Agriculture	0.0	5.0
Volunteer State Community College	6.3	18.2
Walters State Community College	0.0	9.0
State Board of Regents	13.3	13.3
Tennessee Higher Education Commission	9.1	15.8
University of Tennessee Systemwide Administration	1.2	6.4

*Actual 1985 enrollment used in developing the interim objectives.

APPENDIX D
DESEGREGATION OBJECTIVES
(Continued)

EMPLOYMENT OBJECTIVES FOR FACULTY
ADOPTED BY THE DESEGREGATION MONITORING COMMITTEE

Institution	Actual 1985* % Black	Interim Objectives 1990-91 % Other-Race
Austin Peay State University	2.6	5.3
Chattanooga State Technical Community College	9.1	16.1
Cleveland State Community College	2.4	5.0
Columbia State Community College	8.6	16.9
Dyersburg State Community College	7.9	15.6
East Tennessee State University	1.6	3.0
East Tennessee State University Medical School	0.7	2.9
Jackson State Community College	7.4	10.3
Memphis State University	3.8	5.0
Middle Tennessee State University	3.8	6.9
Motlow State Community College	3.9	5.5
Roane State Community College	4.8	6.5
Shelby State Community College	36.0	65.1
Tennessee State University	51.9	51.0
Tennessee Technological University	2.5	3.7
University of Tennessee at Chattanooga	3.6	7.3
University of Tennessee at Knoxville	3.2	4.2
University of Tennessee at Martin	1.2	1.6
University of Tennessee at Memphis	2.1	3.5
University of Tennessee Memorial Research Center and Hospital	0.0	4.3
University of Tennessee Institute of Agriculture	0.8	3.4
Volunteer State Community College	6.1	15.8
Walters State Community College	8.0	9.2

*Actual 1985 enrollment used in developing the interim objectives.

APPENDIX D
DESEGREGATION OBJECTIVES
(Continued)

EMPLOYMENT OBJECTIVES FOR PROFESSIONALS ADOPTED BY THE DESEGREGATION MONITORING COMMITTEE

Institution	Actual 1985* % Black	Interim Objectives 1990-91 % Other-Race
Austin Peay State University	9.1	11.6
Chattanooga State Technical Community College	3.2	8.0
Cleveland State Community College	7.1	16.7
Columbia State Community College	4.0	13.5
Dyersburg State Community College	0.0	20.0
East Tennessee State University	2.3	6.3
East Tennessee State University Medical School	1.8	6.3
Jackson State Community College	23.1	23.8
Memphis State University	7.2	12.7
Middle Tennessee State University	5.7	7.1
Motlow State Community College	33.3	15.4
Roane State Community College	10.8	10.3
Shelby State Community College	37.5	58.5
Tennessee State University	73.7	39.0
Tennessee Technological University	7.1	13.2
University of Tennessee at Chattanooga	15.2	15.2
University of Tennessee at Knoxville	4.5	6.5
University of Tennessee at Martin	9.5	9.5
University of Tennessee at Memphis	7.9	11.9
University of Tennessee Memorial Research Center and Hospital	2.1	6.6
University of Tennessee Institute of Agriculture	4.8	7.4
Volunteer State Community College	14.3	25.0
Walters State Community College	9.7	10.8
State Board of Regents	25.0	28.5
Tennessee Higher Education Commission	8.3	15.8
University of Tennessee Systemwide Administration	2.6	5.3

*Actual 1985 enrollment used in developing the interim objectives.

APPENDIX E

APPENDIX E
GUIDELINES AND PROCESS FOR THE DEVELOPMENT OF MISSION STATEMENTS

Guidelines

- The statement will identify whether the institution is regional or comprehensive.

- The statement will identify the primary service area of the institution (with some broader statement added for comprehensive universities.)

- The statement will identify the intended clientele of the institution including some description of the mix of degree students as set forth below:

    - undergraduate vs. graduate enrollment,
    - traditional college-age students vs. older students,
    - residential vs. commuter enrollment,
    - full-time vs. part-time enrollment,
    - white vs. non-white enrollment, and
    - on-campus vs. off-campus enrollment.

  In addition, the statement will indicate significant changes from historical patterns, including changes in total enrollment.

- The statement will identify the level of degrees offered by the institution.

- The statement will identify the intended level of non-degree instruction in comparison with degree instruction and the intended clientele for non-degree instruction. In addition, the statement will indicate any significant changes in the historical pattern.

- The statement will identify instructional areas by major taxonomy and level of instruction. In addition, the statement will indicate plans to expand significantly or reduce instructional areas by major taxonomy and by level of instruction.

- The statement will identify by major taxonomy areas any relatively large commitment of resources for the following:

    - instruction,
    - research, and
    - service.

  In addition, the statement will indicate plans to significantly expand or reduce resources in each of these three activities by major taxonomy.

APPENDIX E
(Continued)

- The statement will identify plans to expand significantly or reduce the number of instructional sites and to change significantly the allocation of resources among them.

- The statement should be valid for five years and may indicate a range of alternatives to be developed during that period of time.

- The final format will be a relatively brief narrative statement approximately two to five pages in length.

Process

- Approved mission formats will be disseminated to campuses.

- Proposed statements will be submitted to the governing board staffs and Commission staff.

- Staffs of the Commission and the governing boards will review the proposed statements and adopt responses.

- Requests for documentation/alteration will be submitted to the campuses.

- Changes will be negotiated with the campuses by the governing boards' staffs.

- Revised statements will be approved by the governing boards.

- Revised statements will be approved by the Commission.

- Target dates for completion - November 1988.